

NEW ENGLAND TRAINING CURRENTS



Summer 2000

A Technical Assistance and Training Resource for Employment and Training Professionals

Volume 4, Issue 1

CQI in a Real-time Setting

The implementation of the Workforce Investment Act (WIA) and the need for workforce development systems to practice continuous quality improvement, is upon us. The Corporation for Business, Work, and Learning (CBWL) has been working with the Southern Essex Regional Employment Board (REB) to implement a Continuous Quality Improvement (CQI) model in its workforce development system. Working extensively with the North Shore Career Center, CBWL staff have focused initial efforts in developing and implementing a CQI Plan for their career center system. They have also worked with the REB director to engender the employment board's support and guidance for the project.

It is often challenging to introduce a continuous quality improvement process and get commitment from management to implement it. Key to this particular effort has been the fact that the North Shore Career Center director and the DET area director solicited the assistance of CBWL from the beginning. While the directors held a firm commitment to all the concepts of CQI, they needed assistance and

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Strategic Training and System Development: It's Time For Results

The July implementation of the Workforce Investment Act (WIA) heralds a new opportunity to build a strategic training/system development plan to help local areas meet customers' needs and reach or exceed established performance goals. In fact, the need for training and system development has never been greater, especially in the areas of:

1. Defining customers' needs and expectations,
2. Aligning staff's work with the system's vision and goals,
3. Delivering appropriate training and capacity building for staff,
4. Designing and/or delivering appropriate training for individual customers as well as business customers,
5. Delivering performance consultations,
6. Establishing continuous improvement activities to promote peak performance in critical areas, and
7. Providing multiple communication strategies for sharing progress.

Training professionals can use their expertise in needs assessment

and facilitation to help the system design and implement multiple strategies for gathering information from the customers (e.g., surveys, focus groups, and interviews). Once the information has been gathered, training professionals can help the system's partners interpret the data and set action plans to improve performance in critical areas.

To be effective, all of the system's employees must know how their work supports the local board's vision. Training staff can facilitate sessions to translate the local vision

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The North Shore Career Center Kick Off Event took place on March 31, 2000, at the Kings Grant Inn in Danvers, Massachusetts.

REGIONAL ROUNDUP

From the Desk of the Regional Administrator . . .

Since the theme of this issue of *New England Training Currents* is training, this is probably an appropriate time to address the concept of “lifelong learning.” It used to be that people in America trained or educated themselves for a specific job or occupation, found work in that occupation, and retired thirty years later from the same occupation, in many cases from the same company or employer with whom they had their first or second job. We all have had grandparents, parents, aunts or uncles who worked their whole careers in some large and possibly now defunct corporation, like Gulf Oil or American Motors. This was certainly the norm for those who began their careers in the 1950’s and earlier, and it was the expectation of those who commenced their careers as late as the 1970’s.

But the 80’s and the 90’s were an age of incredible change. The technological innovations of that twenty-year period have had more impact on society and the way we work than any other twenty-year period in recorded history. These changes have affected everything from the automotive industry to Xerox, and they have affected the way we work and our expectations about work. Previous studies issued by the Department of Labor have indicated that the average American will change jobs seven to ten times in the course of a career! Hence the need for “lifelong learning.”

Lifelong learning is not really a new concept, just a new term for something that’s been going on for years but at a less rapid pace and in a less conspicuous way. Those parents and grandparents who worked for thirty years at one organization really did have to keep learning, but the pace at which they had to continue to learn was much slower than today’s pace. Changes in technology pro-

gressed more slowly and workers had more time to absorb and accommodate those changes, learning and adapting to the changes in an almost unconscious way.

In today’s multi-tasking work environments, change is much more rapid, and each of us is made aware of it in dramatic ways. Workers are now required to have more skills than ever before. Just a few years ago professionals and managers, using pen and paper, wrote out longhand drafts of correspondence and reports, which were then transcribed by typists. Now, staff at all levels must be computer literate and compose their drafts using word processing software. And then just about the time we have mastered one software, a new version of that software or a better software replaces it. Remember all those keystroke computer commands we all had memorized before the advent of the mouse and the icon? Similarly, once we are “comfortable” with some piece of legislation and its implementing regulations, there is new legislation or a new program to master... always, almost continuously, something new.

Just as the new technologies have created the need for “lifelong learning,” they have also made learning and information about learning easier to access. Some community colleges and other higher education institutions offer courses via the local cable network. There are many opportunities for distance learning on the Internet at “Internet universities,” and there is a wealth of information available about training and training providers on the Internet as part of America’s Job

Exchange (www.alx.org).

Soon, in compliance with the Workforce Investment Act as part of its One-Stop system, each state will have a state-wide list of eligible service providers; this list will be disseminated through the One-Stop system. It will be a consumer information system that will contain information about each approved training provider’s courses, costs, and performance. It will be a valuable asset not only to job seekers but also to those of us already in jobs who seek to continue our lifelong learning. The number and varying nature of the available learning options offer the flexibility needed in today’s complex environment of juggling home, work, school, transportation, and child care schedules.

The theme of continuous improvement permeates the Workforce Investment Act and it is in accord with this theme that each of us is expected to become a lifelong learner so that we can continuously improve our skills and abilities in order to better serve our customers.



To contribute, make comments, and/or provide feedback on the information presented in *New England Training Currents*, please contact:

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CQI in Real-time. . .

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expertise to educate staff and begin the CQI process. An established relationship and prior discussions about CBWL staff doing CQI training made this a natural partnership.

CBWL views this opportunity as a learning lab to develop a CQI model in a real-time setting. One goal will be the development of replicable modules for the use of other REBs/local workforce investment boards (LWIBs) throughout the Commonwealth. CBWL's understanding of CQI, WIA, and workforce development systems will facilitate the implementation of this project, and the dissemination of the learning afterward.

Implementing a just-in-time process can be challenging as well as exciting. Please see below for the sequence and descriptions of the modules implemented to date.

The initial stages of the plan have been quite successful. The participation of all staff in all of the sessions and their willingness to learn are both important factors in this success. CBWL is working with the Quality Change Coalition team responsible for deciding the priorities for implementing teams. CBWL is also discussing best ways to implement CQI principles with the Southern Essex REB Career Center Committee. Among these are the following steps:

- Developing team building skills.
- Determining issues the quality teams will begin tackling.
- Testing CQI theories against the realities of working with cross-functional teams.
- CBWL coaching to enable the team to function independently.

- Southern Essex REB becoming a LWIB.
- Benchmarking steps in becoming a quality workforce system.

CBWL is in the process of evaluating the project to date to determine if we delivered the products in the best possible way, and to devise ways to improve them for the future. As a learning lab, CBWL models the Plan-Do-Check-Act of CQI thereby "walking the talk."

For more information, contact Arleen Damon, CBWL, at (617) 727-8158 or send e-mail to adamon@cbwl.org.

Quality Initiatives

Southern Essex CQI Modules Implemented to Date

Prior to Events: Coordination with Southern Essex Regional Employment Board, North Shore Career Center director, and DET area director.

- Planning meetings with North Shore Career Center director and DET area director.
- Meetings with the REB chair and Career Center (CC) Committee chair.
- Presentation to CC Committee for discussion and comment.

Kick Off Event: King's Grant Inn, Danvers, Massachusetts, March 31, 2000.

Products: Informed, enthusiastic staff, willing to take the next step; formalized CQI implementation work plan.

- Southern Essex REB chair, REB director, and chair of the CC Committee open event.
- CC director and DET area director present relevant pieces of the day.
- All North Shore staff attend.

- CBWL staff assist in designing and facilitating the event.

Front End Mapping: April 2000.

Product: Begin a flow map of the steps a client currently takes.

- Four teams of CBWL staff hold individual and group interviews, make observations at all CC sites.
- Reports and flow charts generated for each site and a summary of similarities and differences.

Staff Training in Basic Quality Tools; 2 half day workshops; May 2000.

Product: Staff understanding of the quality process and basic quality tools.

- Overview of CQI.
- CQI basic tools workshop (affinity diagrams, flow charts, and force field analysis).

Initial Planning; May 2000.

Products: Everyone talking the same language; shared vision; clarity around areas of focus for beginning CQI Activities

- Initial planning sessions using Jiro

Kawakita exercise/affinity diagram.

- All career center staff participate.
- Staff gain clarity regarding what needs to be changed in order to develop an integrated, seamless set of customer-focused services.

Strategic Plan Development; May, 2000.

The Change Coalition Team uses the information from front end mapping and initial planning sessions to identify future priorities and long range goals. Product: goals, objectives, and timelines.

Cross Functional Continuous Improvement Activities

Future modules: Southern Essex LWIB implementing CQI principles under discussion with the Southern Essex REB CC Committee. Benchmarking steps in becoming a quality workforce system.



Training—Its Place in an Organization

These tips from the Connecticut Department of Labor with respect to training and its place in an organization are founded in quality principles.

Tip 1: Training is not always the right prescription.

Training is not always the solution to a performance problem. Often management asks the training department to develop training to fix a performance problem without analyzing its root cause. If the individuals can perform the job “if their lives depended on it,” then training is not the solution. Too often, the performance gap is due to unclear expectations or lack of feedback from management. A better solution is for management to develop clear expectations and performance standards, share them with staff, and then honestly assess individuals’ skills using those standards.

Throwing more training at a problem, when it is not the appropriate intervention, builds dissatisfaction and undermines the value of the training function. Management will not see the results they want and staff will receive training on something they already know, wasting their time. More importantly, the performance problem will not be corrected.

Tip 2: Develop your performance standards and learning objectives using observable behaviors.

If you don’t know where you are going, how will you know when you get there? Performance standards must be defined in terms of specific observable behaviors. For example, if you are defining good telephone skills, what are the

observable behaviors you will be looking for? In other words, how will you know it when you see it? A response might be, “They will be polite, courteous, and helpful to the customer.” Robert Mager refers to these as “fuzzies” for either learning objectives or performance standards. You’ll need to delve deeper to find out that management defines good telephone skills as:

- Answering the phone in three rings;
- Greeting the customer with “good morning” or “good afternoon;”
- Introducing yourself using your first name or your title and surname;
- Identifying your unit and department; and
- Offering assistance.

These are standards or performance expectations that can be shared with staff. Managers or supervisors can then evaluate staffs performance during individual conversations and determine if the performance standards have been met. They can also provide feedback to individuals on the points they covered and those that were missed, and use the evaluations to determine if further training or clarification is necessary to reach the desired performance level.

Tip 3: If training is the solution, you’ll need input from supervisors, managers, and end-users in designing the training.

Supervisors, managers, and end-users are both customers and the subject-matter experts on the design team. Their contributions will ensure that your training design has real-world application and focuses on developing skills that can meet established performance standards.



ME Metal Products Association Hosts Forums

The Maine Metal Products Association, in partnership with the Building Bridges State Steering Committee, hosted one statewide and five regional forums bringing community leaders from business, chambers of commerce, economic development, education, town government, state agencies, and employment and training together to help design a “Building Bridges” program in their communities.

Building Bridges is a program designed to link education and training providers to business and industry. The program typically includes several plant tours and evaluation of current curricula and strategies linking students and workers with up-to-date information regarding technology, skills, training, and education needed in business and industry today. Building Bridges creates insight to how educators link applied learning with the business community. Connecting educators and employment and training providers with local businesses allows employers to illustrate what is needed to be successful. Building Bridges also complements Maine’s Learning Results in Career Preparation.

Thirty state leaders experienced in administering Building Bridges programs attended the statewide event. The statewide forum objectives focused on the content of various models and how to expand the program to local communities.

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Gary Crocker, Maine Technical College System, shared ideas regarding the importance of linking education and training to the business community. The Technical Colleges are fully supportive of Building Bridges through Tech Prep programs that are located in five regional consortia within the technical college system.

Rep. Paul Tessire, state representative from Fairfield, offered his insights and reiterated the importance of linking business and education.

The regional forums were held in Portland, Augusta, Rockland, Houlton, and Oxford Hills and reached a broad and deep participant base.

The next step for the State Steering Committee is housing the Building Bridges program within an organization in order to provide technical assistance and spur growth for new programs. There are 15 Building Bridges programs already in existence and 12 new programs being developed since the regional forums. Many more will emerge with the creation of an entity and provision of technical assistance.

Maine has found that all participating agencies and organizations benefit from a Building Bridges program in their community, from helping small business recruit skilled workers to an economic developer using the program results as a way to attract new business. In addition, the forum participants learned that manufacturing in metals, electronics and related industries is thriving and continues to grow in Maine. These industries lack skilled workers and must promote education and training as a recruitment strategy. Steering students, dislocated and transitional workers, and targeted populations into these jobs will provide high

wage, high skill employment with a future.

For more information contact Lisa G. Martin, Marketing and Development Director, MMPA at (207) 878-9434 or send e-mail to lisa1@ime.net.



... Massachusetts

CDMA, CBWL, and MRC Collaborate on Trainings

The Career Development and Marketing Association teamed up with the Corporation for Business, Work, and Learning and the Massachusetts Rehabilitation Commission to deliver two training events in May. The events, entitled "Listening to Business... Partnering for Solutions" took place in Quincy, Massachusetts, on May 4, 2000, and in Springfield, Massachusetts, on May 18, 2000, and were directed toward career center staff providing services to employers. Job developers, employer account reps, vocational rehab counselors, job coach/place-ment specialists, and others attended these events in both eastern and western Massachusetts.

Participants had a chance to listen to a panel of business leaders in a very focused way, and to develop a deeper understanding of what business issues are important in today's fast-moving economy. Quincy panelists were from Seavey Engineering, State Street Bank, Marriott Hotel/Boston, and Roche Brothers/Sudbury Farms. Springfield panelists represented Kennedy Die Casting, First Notice Systems, Marriott Hotel/Springfield, and Custom Packing, Inc.

Strategy sessions followed the panel presentations. Participants keyed in on information important to those providing employment services and brainstormed ideas on how to improve or create new ways to work with business. A report on these sessions will be circulated to both participants and panelists in both locations.

For more information, contact Charles Colby, CDMA President at (617) 328-0387 or send e-mail to chascolby@aol.com.



... New Hampshire

New Hampshire Training Initiatives

The implementation of the Workforce Investment Act (WIA) in New Hampshire places the spotlight on training staff. Over the next several months, a variety of training initiatives are planned for partner agencies and staff to provide them with the information and skills they will need to effectively serve their customers.

Throughout the summer, local office staff, administrative staff, and management will receive EEO training to sensitize everyone to the diverse population they serve and work with. As workplace safety continues to be a concern for everyone working with the general public, NH Employment Security is planning training for staff to heighten awareness of possible security issues they may confront with customers, co-workers, and others in the workplace. Sexual harassment sensitivity training is

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presented annually and is currently scheduled for the fall. In addition, Sexual Harassment and Americans with Disabilities Act training for WIA partners will be presented on June 22 and 23 in Concord, New Hampshire.

Extensive training will also be provided to all to increase awareness and understanding of all partner agency programs and services as we prepare for WIA implementation. The intent is to promote appropriate inter-agency referrals and to facilitate customer flow within the centers. Along with front-line staff, NHES is training partners, such as libraries, in the use of its Web-enabled ITS program. Experience has shown that hands-on training results in a higher comfort and confidence level for staff. Extensive training is planned for June, to prepare staff in the use of the WIA Title I intake/case management system, which will be implemented in July.

Assistive technology is currently being installed at each full service career center location and Hew Hampshire vocational rehabilitation satellite locations. These resources will ensure greater access to all customers. Career center staff will receive training in the use of this equipment, as well as general disability awareness training to promote sensitivity to a wide range of customer needs.

WIA brings change, and we need to rise the occasion and provide staff and partners with the tools and training necessary to work with all our customers.



. . . Rhode Island

WIA Regulation Sessions

As Rhode Island prepares to implement the Workforce Investment Act (WIA), a variety of training sessions, partner meetings, and facilitated sessions have been and will continue to be held as July nears. WIA regulations sessions have included such topics as planning, board compositions, youth services, memoranda of understanding, One-Stop partner responsibilities, core and intensive services, training, and cost sharing.

Through the Center for Employment Security Education and Research, Rhode Island is hosting a seminar on O*NET, designed to give key workforce development administrators a general understanding of and to illustrate how O*NET can help meet WIA implementation requirements. Subsequent O*NET training sessions will be scheduled for front-line and technical staff.

Intensive front-line WIA regulations training sessions will be held throughout the state. These sessions will focus on One-Stop's WIA role, eligibility requirements, and core and intensive services for adults, dislocated workers, and youth. In-house staff will conduct this training.

Additionally, training sessions will include America's Job Bank classes designed to teach participants how to sign-up, log-in, post a résumé, job search, and job scout. These sessions are hands-on and are designed for staff who assist customers in the resource areas.

Counseling and assessment techniques training sessions will also be conducted for staff involved in providing intensive WIA services. Course content will include inter-

viewing and assessment skills, writing effective counseling notes, assisting in goal setting, and collaborating with partners.

Facilitated meetings between WIA partners will continue, and input from these meetings will be incorporated into Rhode Island's WIA training plan.



. . . Vermont

Vermont's Workforce Education and Training Fund Program

History—The 1999 Vermont General Assembly created the Workforce Education and Training Fund (WETF) through a one-time allocation of \$1,500,000 from the General Fund Debt Service Reserve to be used exclusively toward education and training to improve the skills of the Vermont workforce. The enabling legislation directed the commissioner of DET, in which the WETF is located, to work closely with the Human Resources Investment Council (HRIC) to develop criteria for awards, evaluation standards for funded projects, and a plan for on-going funding for the WETF.

The WETF provides an opportunity to address two of the central goals of the HRIC: first, the focus on matching labor market supply and demand at the local level, and second, building public-private partnerships to advance workforce education and training. The award process also reinforces the important role of the Workforce Investment Boards (WIBs) by linking workforce

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education and training to economic development objectives.

The DET worked closely with the HRIC to develop the initial WETF request for proposals (RFP) that was issued on August 16, 1999. DET, in cooperation with the HRIC and the regional WIBs awarded approximately \$400,000 to the Round One WETF applications on November 24, 1999.

Based on the availability of the remaining WETF funds of over \$1,000,000 and using the continuing input from the HRIC, local WIBs, and the statewide WETF review panel, DET issued a second, revised, WETF RFP on December 17, 1999. As with Round One proposals, WETF Round Two proposals were required to:

- Improve the employability, productivity, wages, and job security of workers who are unemployed, underemployed, and/or at the risk of becoming unemployed due to new skill demands in the workplace.
- Include as applicants a consortium of at least one training provider and one employer; larger consortia are encouraged.
- Lead to jobs paying at least

200% of the minimum wage (150% plus/with benefits) in Vermont.

- Demonstrate innovative, collaborative, and sustainable approaches to workforce training.
- Meet a 100% match requirement. Every dollar of WETF funds requested must be matched with cash or in-kind contributions from the training provider/employer consortium applicants.

Round One and Round Two Summary—Round One and Round Two grants will provide \$1,250,858.00 for training activities that will take place in all twelve WIB regions. Many of the funded programs will, either from the outset or over time, impact a much larger area of the state than the initial region(s) to which they are targeted. Each grant generates a minimum of 100% match from the collaborating employers and training providers; most exceed that match level significantly.

Potential WETF Round Three—Depending on available funds, an RFP may be issued for Round Three of WETF in early June 2000. Eligible applicants must be Vermont

training providers, incorporated according to the state statutes and authorized to do business in Vermont, in collaboration with employer(s).

Based on feedback received from WIBs, the WETF statewide review panel, and the HRIC, additional changes are planned to the application process for the next RFP.

Information about future WETF RFPs will appear on DET's web page as well as in newspapers around the state. Questions regarding the RFP or application process should be submitted in writing to: WETF Coordinator, Vermont Department of Employment & Training, Jobs & Training Division, 5 Green Mountain Drive, Montpelier, Vermont 05602 or by e-mail to lcamp@pop.det.state.vt.us.

Training Websites: Résumé Writing Links

Bowling Green State University

http://www.bgsu.edu/offices/careers/resume/res_wri.html

Creative Job Search—Basic Principles of
Résumé Writing

[http://www.des.state.mn.us/cjs/cjs_site/cjsbook/
resume4.htm](http://www.des.state.mn.us/cjs/cjs_site/cjsbook/resume4.htm)

Creative Job Search—Samples and Worksheets

[http://www.des.state.mn.us/cjs/cjs_site/cjsbook/
resume5.htm](http://www.des.state.mn.us/cjs/cjs_site/cjsbook/resume5.htm)

Mining Company: Electronic Résumé

[http://jobsearchcanada.miningco.com/library/weekly/
aa051398.htm?pid=2772&cob=home](http://jobsearchcanada.miningco.com/library/weekly/aa051398.htm?pid=2772&cob=home)

California Job Star: Tips and Samples from Yana Parker,
author of *Damned Good Résumé*

<http://jobsmart.org/tools/resume/index.htm>

Rockport Institute

<http://www.rockportinstitute.com/resumes.html>

Knock Em Dead Résumés

<http://www.knockemdead.com/resumes/>

College of William and Mary

[http://www.wm.edu/csr/career/stualum/resmdir/
contents.html](http://www.wm.edu/csr/career/stualum/resmdir/contents.html)

Career Magic

http://www.liglobal.com/b_c/career/res.shtml

Training Tips—Building Credibility from Within

Developing new staff competencies is an inherent part of the move to a One-Stop Career Center delivery strategy. In Maine, the various Career Center partners recognized early on that the key to providing seamless customer services was staff who are educated about all available Career Center services. Staff needed to shed the traditional “stovepipe” view of service delivery determined by a specific funding or programmatic stream.

To ensure development of a new mindset, the partners collaboratively developed a full day cross-informational workshop. Presented regionally over a four-month period, this workshop was available to all staff, and was facilitated by a team representing each Career Center

partner. It utilized team interactions and activities to impart information about the varied customer services available through the Career Centers.

The workshops were successful for a number of reasons. First, the team adopted a very active approach to delivering the workshop. For instance, they developed a Career Center “Jeopardy” game, complete with category board and answers, to engage the audience. Second, they built and delivered the workshop utilizing the experience and knowledge base of staff from several Career Centers. Third, the range of topics covered in the workshop was wide enough to accomplish its intended purpose.

The workshop team knew their audience, since they were co-work-

ers. This allowed them instant credibility, especially when participants realized that they would learn while having fun. Moreover, they knew what the expectations were, and they developed a workshop which met its intended purpose.

The key factor leading to the success of this series of workshops was its home-grown nature. While outside professionals have much to offer, well designed workshops built upon credibility from within can be even more effective. Inventiveness, originality, and humor are essential elements of peer-produced and delivered workshops.

Technology Tip

Learning Technologies in the 21st Century

On May 23, the Massachusetts Chapter of the American Society for Training and Development held a dinner meeting featuring three training professionals who have become experienced users of a variety of distance learning technologies.

The first, Paula Bramante of FleetBoston, shared a PowerPoint primer on the benefits of a variety of e-learning options, from CD-ROM, to Web-based, to virtual classroom technologies. Fleet has developed “Ciber [(sic)] Cafes,” in a number of accessible locations, outfitted with up to six dedicated computers, where employees go to access a variety of learning experiences. Fleet was able to meet the need for self-paced learning without taking up bandwidth on everyone’s computer or allowing all staff access to the Internet.

The second speaker, Michael Glass, of Fidelity Investments, spoke about the return on investment of a wide range of

distance learning modalities at the company. He also addressed the concern of where classroom training fits into a distance learning approach.

Try this on for size: the “case study” goes out over the web, participants do their work and send it back electronically before coming to a face-to-face learning experience, and follow up two months later with a video conference reinforcing the learning, with audience participation on lessons learned, etc.

Mike also found that using these methodologies helped him to identify and customize his training for the 25% of attendees who are not usually served by a “one size fits all” approach.

Ray Stevens of Staples offered his experiences with video conferencing. This approach met the need for getting a consistent message out in a timely way without spending a fortune on travel.

The bottom line is that there are a lot of options out there. The key is determining what the most pressing needs are, what methods will best meet those needs, and whether cost savings can be achieved through meeting them this way.

Investing in distance learning can be a lot like traveling to Europe—you’ll find you need half the clothes and twice the money. So look carefully before you leap, but do consider the benefits of thoughtful integration of these methodologies into your work.

Strategic Training. . .

(Continued from page 1)

into work tasks, behaviors, and attitudes, with the goal of having each employee understand how his/her work contributes to the system's success.

Training professionals can work to create training for the system to encourage all levels of staff to adopt behaviors and work practices that will ensure system-wide success. Only training that supports the local vision and results in visible changes in work activities should be delivered. All training needs to be developed with consultation from all of the system's partners.

As the needs of customers emerge, changes will need to be made in workshops being offered to current job seeking customers (e.g., developing authentic, industry-related job-readiness classes) and workshops will need to be developed to meet the needs of new customers (e.g., How To Get A Job While Still Working). New training services for employers are also emerging as the system shifts its fo-

cus to post-employment activities (e.g., strategies for retaining employees, supervising at-risk employees). Training staff have the requisite knowledge to teach the system's staff how to build curriculum strategies to enhance current offerings.

Under WIA, performance consulting is as important as training. In fact, local area staff will need to determine what performance to track and how to make meaningful improvements. In addition, partners' staff will need to learn how to interpret and report significant performance findings.

Training staff understand continuous quality improvement. They will need to share their expertise to help the system develop a comprehensive continuous improvement strategy. Simultaneously, training professionals will want to teach all staff how to effectively use the system's tools (e.g., Simply Better! self-assessment, Service-By-Design) to improve work processes.

Communication among the system's partners is a key component of success. Yet most local systems do not have a communication plan in place. Staff development professionals can help design and implement a strategic communication plan for communicating all kinds of information across the system to ensure timely, accurate transmission of data that all levels of staff can use to guide their actions.

In summary, staff development and training professionals will want to expand their responsibilities to help the organization meet its long-term goals. Training professionals will need to get involved in system development activities as well as traditional training activities to promote the WIA vision.

For more information, contact Sandra Hastings at Greg Newton Associates, 17 Hebron Road, Bolton, Connecticut, 06043 or call (860) 643-0624.

Resource Review

The Pros and Cons of Instructional Systems Design

"The Attack on ISD (Instructional Systems Design)" headlines the April, 2000, issue of *Training* magazine and includes compelling questions to consider.

The classic ISD approach is:

1. Determine what the job looks like when it's done well.
2. Analyze the audience to determine how best to train them.
3. Design a training program.
4. Develop and fine-tune the course.
5. Deliver the program.
6. Monitor and evaluate the results.

The problem, as voiced by respected leaders in the field, is strict adherence to the ISD model tends to emphasize the means over the end.

Their critiques include:

- "ISD takes too long, it costs too much, and by the time you're

through, the opportunity you were trying to exploit . . . has passed. . ."

Fred Nickols, Educational Testing Service of Princeton, New Jersey.

- "The beginning of the end was when universities developed criteria to produce Ph.D.s in ISD." Geary Rummler, Performance Design Lab of Tucson, Arizona.
- "Nine times out of ten, if you see a great training program you'll find it wasn't created by someone schooled in ISD and following that process." Sivasailam Thiagarajan.
- "We probably don't really know the right prescription, and we probably can't get them to follow it even if we think we do." John Murphy, Executive Edge, Fairfield, Connecticut.

Clearly, training is not always the best answer. But when it is the answer, consider two things that can help address some of the issues.

1. Use creative training techniques that involve the learner in meaningful ways in the learning process to ensure your training is relevant.
2. Follow up after training to determine what really worked and what didn't, so you can make targeted changes to future attempts and also fill the gaps you discover through other interventions.

And share what you learn in forums like *New England Training Currents*.

Who's Who in...

... Washington and the Region

Information on The Enterprise and its products and services can be obtained from:

The Enterprise
200 Constitution Avenue, NW
Room N-4624
Washington, DC 20210
(202) 501-5440
Fax: (202) 219-8503
<http://www.theEnterprise.org>

Information on NAWDP can be obtained from:

National Association of Workforce Development Professionals
1620 I Street, NW-LL30
Washington, DC 20006-4005
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Fax: (202) 887-8216
e-mail: nawdp@aol.com
<http://www.nawdp.org>

NAWDP Region I Board Member:

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In USDOL Region I your Enterprise Endorsed Trainer is:

Jerry Brown
The Enterprise Council
(802) 655-8805

Information on Simply Better! products can be obtained from:

Ray Poet or John Ladd
USDOL ETA
JFK Federal Building, Room E-350
Boston, MA 02203
(617) 565-2243
Fax: (617) 565-2229
<http://www.simplybetter.org>

Information on the Workforce Excellence Network can be obtained from:
<http://www.workforce-excellence.net>

Information on the National Leadership Institute for WEN can be obtained from:

<http://www.wileadership.com>



... Massachusetts

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Contact for WIA

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Contact for Automation Support

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Contact for Performance Measurement

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REGIONAL CALENDAR

National

People, Jobs and Transportation: Emerging Issues Conference; June 5-6, 2000; Fort Lauderdale, Florida. For more information, contact Kerry Hardcastle at (202) 628-1480, ext. 123

"Working with the Hostile & Resistant Client;" June 5-6, 2000; Baltimore, Maryland and July 10-11, 2000; Hollywood, California. For more information, contact Ralph Kraus at (330) 492-1920.

JETT*CON 2000; July 10-12, 2000; Albuquerque, New Mexico. For more information, contact Jean O'Donoghue at (202) 219-8854.

State Workforce Liaisons Association, Annual Meeting; August 12-16, 2000; Washington, DC. For more information, contact Martin Jensen at (202) 624-5353.

Regional

For information about events sponsored by Region I DOL, contact Mike Angotti at (617) 727-8158.

Connecticut

For information on events sponsored by the Connecticut Department of Labor, contact Janice Schuyler or Barbara Palmer at (860) 263-6670.

Maine

For information on events sponsored by the Maine Bureau of Employment Services, contact Paul A. Cyr at (207) 624-6390.

Massachusetts

For information on events sponsored by the Corporation for Business, Work, and Learning, call Michelle Files at (617) 727-8158.

New Hampshire

For information on events sponsored by the New Hampshire Department of Employment and Training, call Pamela Mahan-Weldon at (603) 228-4030.

Rhode Island

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Vermont

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